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Montana CRT – Alternate Assessment Grade 4 Mathematics

Advanced	<p>Students at this level accurately and independently demonstrate the ability to carry out comprehensive content specific performance indicators.</p> <ul style="list-style-type: none">• Compute subtraction abstractly• Explain reasoning about probability• Create a growing pattern• Extend a growing pattern• Describe characteristics• Communicate relationships between categories• Prediction• Estimate• Compute subtraction and addition
Proficient	<p>Students at this level, given limited prompting, demonstrate the ability to respond accurately in performing a wide variety of content specific performance indicators.</p> <ul style="list-style-type: none">• Knowledge of vocabulary• Set up a bar graph with labeling• Make a bar graph• Compare/contrast quantity with manipulatives• Compare/contrast quantity abstract• Answer questions about a graph• Create a repeating pattern
Nearing Proficiency	<p>Students at this level, given moderate prompting, demonstrate the ability to respond accurately in performing a narrow set of content specific performance standards.</p> <ul style="list-style-type: none">• Extend alternating patterns• One to One correspondence• Quantity of set• Represents/Records data by number or tally mark• Counting to 15 in order• Sorting/categorizing
Novice	<p>Students at this level, given physical assistance and/or modeling, are</p>

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

	<p>supported to participate in content specific performance indicators.</p> <ul style="list-style-type: none"> • Attend to a person recording • Attend to a task • Readyng self • Attend to teacher
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Montana CRT-Alternate Assessment
Grade 8 Mathematics

Advanced	<p>Students at this level accurately and independently demonstrate the ability to carry out comprehensive content specific performance indicators.</p> <ul style="list-style-type: none"> • Remain actively engaged and may initiate some interaction with instructor during testing • Consistently arrive at correct answer with (more often than not) no prompting • Need minimal or no re-direction • Able to apply beginning connections between concrete and symbolic representations, operations, measurement, graphing and problem solving strategies.
Proficient	<p>Students at this level, given limited prompting, demonstrate the ability to respond accurately in performing a wide variety of content specific performance indicators.</p> <ul style="list-style-type: none"> • Remain actively engaged with instructor during testing • Make correct responses from 3 choices (given/prompt) • Need minimal re-direction • Able to demonstrate beginning connections between concrete and symbolic representations, operation (+/-), measurement and graphing
Nearing Proficiency	<p>Students at this level, given moderate prompting, demonstrate the ability to respond accurately in performing a narrow set of content specific performance indicators.</p> <ul style="list-style-type: none"> • Respond to instructor • Can make some correct responses given two choices • Need moderate re-direction • Able to communicate understanding of beginning connections between concrete and symbolic representations
Novice	<p>Students at this level, given physical assistance and/or modeling, are supported to participate in content specific performance indicators.</p> <ul style="list-style-type: none"> • Engage with instructor with prompts • Require all prompts/assists to obtain correct response • Able to be re-directed • Unable to communicate understanding of basic math concepts

Montana CRT-Alternate Assessment
Grade 10 Mathematics

Advanced	Students at this level accurately and independently demonstrate the ability to carry out a wide variety of functional math skills. <ul style="list-style-type: none">• Can generalize and adapt information and skills• Can explain how and why they arrived at a solution
Proficient	Students at this level, given limited prompting, demonstrate the ability to respond accurately in performing a variety of functional math skills. <ul style="list-style-type: none">• Can "model" math problems• Can use and complete or extend patterns of data to make decisions• Can make basic computations• Can apply information
Nearing Proficiency	Students at this level, given moderate prompting, demonstrate the ability to respond accurately in performing a narrow set of math skills. <ul style="list-style-type: none">• Require frequent re-teaching or prompting• Can demonstrate, match and identify
Novice	Students at this level, given physical assistance and/or modeling, are supported to participate on functional math tasks. <ul style="list-style-type: none">• Able to attend• Require extensive support on nearly every task attempted